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### The Woman-Power Shortage in Sports

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# *The Woman-Power Shortage in Sports*

By

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***Players are eager and league competition is well organized. Why, then, are so few women available as officials for women's sports?***

**W**OMEN of Portland and Multnomah county, no different from hundreds of others in war-disturbed communities, responded 100 percent to the call of the manpower shortage. They were enthusiastic about acquiring new skills, their ability to work long hours, and to climb, squat, walk, stand, sit in the industrialized occupations never before open to women. They were proud to meet the challenge of existing needs.

Why then, with this response, is it so difficult to find women willing to step in and coach high school girls, grammar school girls and women in a wide variety of sports. Even in the critical years of the manpower shortage, over 375 boys' teams had adult advisers or coaches. The men professionally trained, but not particularly engaged in the occupation of physical education, health, or recreation responded to the needs of youth. Even with a definite salary women are reluctant to try working with other women in sports.

A recreation department is responsible for providing the public at large with opportunity to participate in competition as well as teaching the fundamental skills. We are concerned about women in basketball, softball, volleyball, tennis, badminton, archery, golf, and swimming.

In Portland we have assumed that the physical education department of the public schools handles the basic skills, and the recreation department provides the means through which boys, girls, and adults can further that skill by meeting others of equal or greater skill. There is league competition in basketball, softball, tennis, volleyball, hockey, archery, golf, and badminton for women as well as for men. Let us take, for example, the high school basketball league. It is made up of teams of girls of high school age. The teams are not composed of all-star players from the school, but rather they are made up of girls interested in the sport. The coach may or may not be the physical education director. The team names are of great psychological interest and the independent teams spend much time in their selection: Swinging Susies, Beaumont Batters, Bunting Gals, Sleepy Sluggers, and Triple Trio plus One are samples.

This article was submitted by the National Section on Women's Athletics.

Before the season opens, announcements of an organization meeting are sent to the physical education departments of all the Portland high schools and parochial schools, Girl Scout offices, YWCA, community centers both public and private, and to the Portland Council of Churches. At the organization meeting, the women and high school girls determine the opening dates of the season, the length of the season's play, types of officials, and places to play. Not always do the women and high school girls agree on the same type of program. Last season, the women's division decided against a mass opening. The high school girls voted to have one. A committee was established and plans drawn for the opening. All teams registered were scheduled to play one quarter. The opponents were drawn by the team captains on the night of the opening. The scores of the first quarter at the opening night applied on the first quarter of league play.

Following the organization meeting, announcements as to the dates of registration, team entry blanks, and rules and regulations for basketball are sent to the above-mentioned groups. Highlights of the basketball rules are as follows:

## **Portland Basketball Association**

### *Women's and High School Divisions Rules and Regulations*

#### **LEADERSHIP:**

Leadership determines the success of the women's basketball program. Women who manage and lead these teams should be real sportswomen, women who embody the best qualities of leadership and who, by their own example, can plant attitudes, ideals and principles in the minds of the participants and spectators. The proper conception of sportsmanship is more important than the winning of the game.

It is with the hope of developing clean basketball players and practicing good sportsmanship, that the Portland Women's Basketball Association coordinates its efforts to assist in building a better women's recreational program through the organization of good basketball leagues.

#### **ADMINISTRATION:**

The Women's Sports Director for the Bureau of Parks and Public Recreation and the managers of teams

shall form the Executive Committee. The drawing of schedules, arranging for officials, and reporting of games shall be the duty of the Women's Sports Director.

Classification of teams into leagues of smaller caliber shall be made by the Women's Basketball Director.

#### TEAM ORGANIZATION:

1. *Sponsorship*.—Organizations such as community clubs, churches, recreational centers, schools, private clubs, businesses, and individual groups may sponsor teams in the program. The sponsoring agency shall be responsible for the organization of the team and selection of the team and selection of a competent leader.

2. *Coach or Manager*.—All teams must have a coach or manager. High school and junior teams must have an adult advisor. This person shall assume the responsibility of supervising the teams.

3. *Equipment*.—Each team shall provide its own equipment. Uniforms should not be expensive; a cotton blouse and shorts of the same color are sufficient. They are not a necessity, however.

4. *Gymnasiums*.—Teams shall contact the Recreation Office regarding arrangements for practice floors.

5. *Membership Fee*.—A team membership fee shall be paid before the season starts. Membership fee includes officials for the women's and high school divisions and trophies. Fees are \$10.00 for the former and \$2.00 for the latter.

#### CLASSIFICATION OF TEAMS:

Women's basketball teams shall be classified into two divisions, women's and high school (any girl registered in high school).

#### REGISTRATION OF TEAMS AND PLAYERS:

1. Teams shall apply for membership on application forms available at the office of the Women's Basketball Director.

2. Each player must sign a contract giving her name, address, and date of birth, all correctly certified.

3. Player contracts must be filed with the basketball director one day before playing in a league game.

4. The first and original registration of a player shall be final for the duration of the season.

5. Any player guilty of playing under an assumed name or falsifying her date of birth, shall become ineligible for further competition in this association.

6. All players must have a physical examination.

#### PLAYING REGULATIONS:

1. The *Official Basketball Guide for Girls and Women*, published for the National Section on Women's Athletics of the AAHPER by A. S. Barnes & Company, New York, shall be the official rules.

2. Qualified women officials, national or local rating, shall be assigned by the Women's Basketball Director.

3. Only one clock shall be used to designate actual playing time. A second clock may be used for time out.

4. Teams will have a ten-minute leeway in which to appear for a game.

5. The season's play shall be divided into two halves with the winner of the first half of the season playing the winner of the second half for the league cham-

pionship.

6. The official scorer will be responsible for reporting the results of the game to the Women's Basketball Director. These reports shall be made on printed post-cards provided by the Basketball Director. Cards shall be mailed the night of the game. *They must not be reported by phone.* Teams will not receive credit for a win, if report cards are not returned to the Basketball Director.

7. Schedules for league play shall be mailed to each team three days prior to the opening of the basketball schedule.

8. Teams unable to fulfill scheduled assignments shall notify the Basketball Director by 10:30 A.M. of the morning the game is scheduled. Failure to appear without notification will result in automatic forfeit.

9. Teams using public school gymnasiums will be held responsible for the conduct of the players and spectators while they are occupying the building. Team managers should carefully supervise gymnasiums, locker rooms, and showers.

10. Postponement of games shall not be permitted if the team can place six women on the floor.

11. The home scorebook shall be official unless the referee has reason to designate otherwise, and shall remain on the scoring table throughout the game, available to scorers and officials *only*.

These rules are followed by all women's and high school girls' teams.

Games are scheduled once a week at 6, 7, and 8 o'clock. A central location with gymnasium and shower facilities is selected for these games. The teams play on a round-robin basis. If there is a sufficient number of teams, leagues are divided into eight teams, with those of equal ability making up the leagues.

At the close of the season, it is traditional for the teams to have father-mother-daughter banquets, or pot-luck dinner. Informality is the keynote. This particularly is the case since a majority of the fathers act as official scorers for the teams.

The Portland program operates under the official rules for girls and women as set up by the National Section on Women's Athletics except in the Women's Volleyball Division, which uses men's rules.

#### Benefits of League Organization

We see the following benefits in the league organization:

1. There is an opportunity for the physical education staff of the school and the recreation staffs in community centers to understand each other's problems both from an individual and group point of view.

2. There is excellent cooperation between the health department and the recreation department. The physical examinations required in our rules are checked with the records of the school. Individuals excused from high school physical education classes for health reasons are not permitted to play in league competition. The city division of school health reviews all registration forms and signs an approval slip for participation.

3. League organization provides an opportunity for

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community groups aware of the values that can result from a good, coeducational dance program? Youth also states that we help in providing pleasurable leisure-time activities and for extending their appreciations in many areas. It is taken for granted that the concomitants of improved mental and emotional health, motor coordination, endurance, poise, and skill, also accrue from a good program.

Many of us have failed to see and act upon the educational advantages inherent in a good dance program. We have also ignored their value in helping to establish good public relations. Let's have the students act as publicity agents by giving them a worthwhile and varied program so that they will talk about it at home and in the community. Let's have programs to which parents, educators, and the general community are invited and at which the contributions to the total growth of the students are stressed. Let's work with other departments so that they have occasion to appreciate the good that can come from intelligently conceived dance programs. Let's have the good dance programs more widespread throughout the country. Let's seize the opportunities at our fingertips to provide for our children and youth a program that will be conducive to richer, happier, and more effective living. \*\*

## The Womanpower Shortage

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all girls to participate in organized sports.

4. The individual girl receives coaching and has a chance to participate in team play.

5. It is a wholesome leisure-hour pastime.

6. The community as a whole becomes conscious of the worth of a teaching program in physical fitness.

7. The parents are very interested in the activities of their children and enjoy coming to see the games.

### Conclusion

Girls are being penalized by the indifference of women whose professional responsibility it should be to promote sports. Where are the thousands of women with a major or minor in physical education? They must live in our communities! At present, in the girls' high school circuit, there are 18 teams; in the boys', 73. It is not lack of interest on the part of the girls, but lack of women willing to work with them. We wonder if perhaps there is a carry-over from the educational institutions which tends to make those coming into the field feel that women's sports should be affiliated only with educational institutions. We are aware of the trend, or at least of the so-called, spoken trend of intramurals to serve all, but even the intramural program fails to reach all the girls or to introduce the girls of one district of a city to those of another. And what about the women out of school? Sociability through sports plays a vital role in community tolerance.

Men's service organizations have gone to great lengths to promote boys' sports. They are international as well

as local in scope and have contributed directly or indirectly to the growth of youth's interest in a normal outlet of physical activities. Again, where are the women's professional organizations and service clubs who do the same for the girls? We are not advocating colorful uniforms of great cost, elaborate trophies, sport extravaganzas, but a sincere appreciation of the girls' rights to participate in and recognition for sports. We do advocate funds for specialized equipment to improve the girls' opportunities, badminton rackets, tennis rackets, bows and arrows, basketballs, volleyballs. Men are aware that young boys admire and copy the actions of older persons. They see that the boys interested in a special activity meet and observe the top teams or players. But do women realize that girls need the same incentives?

We are not discouraged. We have used every means at our disposal—radio, newspapers, women's clubs, P.T.A.'s, for the recruitment of women willing to coach or to advise a girls' or women's team. We are reaching more and more women, and, in time, we hope to find adequate leadership for some two to three hundred potential teams which have requested assistance from the department.

We have come to the conclusion that as long as there is a shortage of women who are willing to give even a part of their time toward the forwarding of girls' team sports, there will be a continued general disinterest on the part of the public in women's sports activities.

## Pioneer to Partner

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modern diagnostic methods. Lectures conducted in classrooms made it possible to reach pupils in an atmosphere which made questions and discussion more possible than in large assembly groups. This procedure took more time but was well worth the expenditure.

With the passage of the 1939 law pioneer days were over for the New Jersey Tuberculosis League and its affiliated associations. Their responsibility to continue to furnish help and authoritative materials to the schools, however, did not cease with the official taking over of the program. They became partners of the schools and worked with them to further the established program. *Tuberculosis Control in the Schools of New Jersey*, published by the New Jersey Tuberculosis League in cooperation with the State Department of Education, tells the story of the development of this highly fruitful partnership.

Since it is an accepted fact that the most effective teaching is done by the classroom teacher who knows his pupils, and has an understanding of the specific problems existing among them it was recommended by the State Department of Education that educational programs on tuberculosis control be recognized as an integral part of school health education. Accordingly in



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